

WORKING GROUP

ESD SCHOOL PLAN

Dr Aravella Zachariou

**8th meeting of UNECE Steering Committee on
Education for Sustainable Development**

Group of Expertise on ESD School Plans

Name	Organisation/ Country
Carolee Buckler	Manitoba Education/ Canada
Jos Eussen	RCE Rhine-Meuse
Bernard Combes	UNESCO
Per Sund	Mälardalen University, Sweden
Michel Ricard	Planet 'ERE
Aravella Zachariou	Cyprus
Rainer Mathar	ENSI
Manana Ratiani	Georgia



ESD School Plans

Selection of good Practices and local approaches

Country	Resource
Cyprus	<p>Presentation: ESD Plans in Cyprus (Sustainable Environmental Educational Policy)</p> <p>Template: Planning Schools' sustainable environmental education policy (SEEP)</p> <p>Template: Planning school classes SEEP</p> <p>Matrix: Key players and roles for putting the whole school approach into practice</p>
Netherlands	<p>Project Description: RCE Rhine-Meuse - for Open Educational Regional Areas</p>
United Kingdom	<p>Poster: National Framework for Sustainable Schools</p> <p>Self-evaluation form for schools: Driving school improvement through sustainable development</p>
Finland	<p>Approach to certification: sustainable criteria and certification for educational establishments</p>
Manitoba, Canada	<p>Draft Sustainability School Plan Strategy</p> <p>Manitoba Sustainable Schools Guide</p>
France	<p>Comité 21: information on school agenda 21s including examples of school plans</p>
Beyond the UNECE Region	<p>Implementing the whole school approach in Kenya</p> <p>Implementing the whole school approach in Australia</p> <p>ESD Good practices in UNESCO associated schools</p>

1. THE WORKING GRPOUP DISCUSS THE TERM SCHOOL PLAN

The term school plan is more static and lies more in the process

ESD SCHOOL PLANNING EMBRACES THE NOTION THE CORE LIES IN THE PROCESS BUT ALSO INCLUDES THE NOTION THAT KNOWLEDGES, ATTITUDES NEED TO BE CONSTANTLY REDISCOVERED AND UPDATED

P.S. It is noted that countries might adopt different names for ESD School planning according to the national and local perspectives and requirements.

2. Working group discussion based on the position that

ESD SCHOOL PLANNING NEEDS THE APPLICATION OF A WHOLE SCHOOL APPROACH

THIS MEANS FOR THAT ESD SCHOOL PLANNING IS NOT JUST TEACHNING SUSTAINABILITY IN SCHOOL

IT MEANS SUSTAINABILITY AS MAINSTREAM IN TO ALL ASPECTS OF THE SCHOOL

- In the curriculum across all the subjects (infusion, interdisciplinary, local and global challenges),**
- In buildings and campuses (resources efficiency, green areas, hidden curriculum). A SUSTAINABLE LEARNING PLACE,**
- In teaching and learning (exploratory, action oriented, learner centered).**

ESD SCHOOL PLAN PREREQUISITE A WHOLE SCHOOL APPROACH AND PERMEATES THE ASPECTS OF SCHOOL LIFE AND ALSO REFLECTS THE SCHOOL AND COMMUNITY LIFE





3. Working Group discuss the question WHY ESD School plans are important;

- ESD SCHOOL PLANS/POLICIES CAN ESTABLISH ESD IN PLACE, CAN ENHANCE THE RESPONSIBILITY AND PROVIDE GUIDELINES FOR SCHOOLS TO ACT UPON, LONG-TERM AND SYSTEMIC FOR ESD CHANGE.**
- ESD SCHOOL PLANNING OFFERS A CONCEPT FOR SCHOOLS TO ORGANIZE AND CONSTRUCT THEIR ACTIVITIES TO FORM A CONSISTENT CONCEPT ON SCHOOL DEVELOPMENT FOCUSING ON SUSTAINABLE DEVELOPMENT.**

“A plan on sustainable development can build coherence among a range of initiatives and school practices. It offers schools a bigger picture in which to join-up their work on a range of policies and initiatives, such as Every Child Matters, school travel planning, healthy living, school food, extended services, citizenship and learning outside the classroom.” (UK Government, a Sustainable School Guide).

“National curriculum of ESD in Cyprus states that “ESD highlights all the principles, pedagogical and methodological process, the content and the organizational and social structures which are prerequisites for the establishment of whole school approaches and can transform the school to a learning organization; a dynamic system which is self-organized, interacts with the community, evolves, and further develops.” (CMoEC, National Curriculum for ESD)

4. WORKING GROUP DISCUSS THE TYPE AND FEATURES OF ESD SCHOOL PLANS

- **Type:**

Not a stand alone document, not a restrictive or directive models but a flexible plan framework that will be operate as a guidance that can be integrated also in to existing school plans and will be applicable in diverse local, national and regional circumstances.

- **Features**

Be: long-term

Progressive

Coherent

Adaptive

Flexible

participatory

Holistic

Sustainable

5. Working Group discuss the ESD school planning framework according to the below key components. Those components can be enhanced are not limited or restrictive

- **The school community and governance,**
- **Curriculum design,**
- **Teaching and learning methods and materials,**
- **Facilities and operations,**
- **Partnerships (school-community interaction),**
- **Monitoring and evaluation**

HOW THE WORKING GROUP WILL CONTINUE...

The working group on ESD school plans will continue to electronically to be as cost effective as possible, and to designate a chair which, in close cooperation with the Secretariat facilitates the drafting process.

Only if deemed necessary by the Group and the Secretariat an in-person meeting should be taken into consideration, subject to available funding by a host country or organization.

It is proposed that a second call to participate in the Group of Expertise on ESD School Plans is launched to give members and observers of the Steering Committee again the possibility to join the already existing Group.

Any outcome document would be translated into national languages by the member countries of the Strategy, in order to ensure the usability of the produced materials in the region.

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